



DC CAS Training

Preparing for Standardized Administration and Testing Environments

Prepared by: Tonya Mead, PhD, Test Integrity Coordinator

OSSE Assessment and Accountability Team



Margaret J. Barco, Ph.D.

Director of Assessment and Accountability

Cell: (202) 340-7197

Phone: (202) 654-6100

margarget.barco@dc.gov

Tonya Mead, Ph.D., MBA, MA

Test Integrity Coordinator

Phone: 202-741-0256

Cell: 202-374-9066

tonya.mead@dc.gov

Heidi Beeman

Assessment Specialist

(202) 741-5311 (Office)

(202) 741-0227 (Fax)

heidi.beeman@dc.gov

Michelle Blakey-Tuggle

Assessment Specialist

(202) 741-6499 (Office)

(202) 741-0227 (Fax)

michelle.blakey-tuggle@dc.gov

Swea Hart

Management Analyst

(202) 741-0470

(Fax) 202-741-0227

swea.hart@dc.gov

Ruth Aponte, Ph.D.

NAEP Coordinator

(Direct) 202-741-0255

(Fax) 202-741-0227

ruth.aponte@dc.gov

Why Standardize State Tests?



State tests require standard, uniform administration and a sterile environment so that the observation, administration, equipment, materials and scoring rules **will be the same for each and every student taking the test.**

Source: Educational Measurement, Millman and Green (1993), page 335-366.

Objectivity is the Goal of Standardization



To make the assessment as objective as possible so that the results generated are valid and reliable indicators of student performance.

Source: Educational Measurement, Millman and Green (1993), page 335-366.

Subjectivity has no Role in Standardized Testing



Why?



When external factors affect assessment results, the informational value of the data is **diminished**.



The public **loses confidence** in the data's ability to infer student mastery of content tested in comparison to their peers.

Source: Educational Assessments of Students, Nitko, 2004

Highly Controlled and Standardized Administration



- Directions for Administration (verbatim)
 - ☐ Calm voice (no yelling or swearing)
 - ☐ No deviations, paraphrasing, or adlibbing
 - ☐ No coaching, aiding or prompting such as *“Stay focused”*, *“Keep going”*, *“Check your Work”* during the test administration

Source: Test and Data Integrity, National Council on Measurement in Education, October 2012

Highly Controlled and Standardized Administration



- Same Testing Window
- Similar Testing Times
 - ☐ Morning sessions
 - ☐ Afternoon sessions
- Standard Materials (test book, answer sheets, scratch paper, calculators)
- Same Testing Conditions– even during **Make-up Sessions**

Source: Test and Data Integrity, National Council on Measurement in Education, October 2012

Highly Controlled and Standardized Testing Environment



- Cluster testing rooms in one section of the school to minimize disturbances from ongoing classes not tested*
- Visible working clock (if available)
- Comfortable Room Temperature
□ (not too hot or cold)
- Sufficient light and ventilation

*Source: The SAT School- Day Testing Manual, 2010, The College Board, page 5

Highly Controlled and Standardized Testing Environment



- Reduction of loud noises
- Sterile Testing Room
 - ☐ Removal of content related and test taking strategies items from bulletins
 - ☐ No interruptions and noisy distractions
 - ☐ Desks are cleared of clutter, student notes, and books

Highly Controlled and Standardized Testing Environment



- Appropriate Seating Arrangements
 - ☐ Seats facing same direction
 - ☐ Chairs/desks at least 18 to 24 inches apart (College Board recommends 4 feet apart)*
 - ☐ If tables are necessary (biology lab, gym or cafeteria), dividers may be used if space is limited

*Source: The SAT School- Day Testing Manual, 2010, The College Board, page 4

Highly Controlled and Standardized Testing Environment



- Make the following information visible for all students in the testing room
 - ☐ Test date
 - ☐ Tested Subject
 - ☐ Name of Test Administrator and Test Proctor
 - ☐ Start Time and Estimated Session End Time

Source: The SAT School- Day Testing Manual, 2010, The College Board, page 6

Obtaining Maximum Student Performance under Standardized Conditions



“Testing sessions should be scheduled at a time that encourages maximum student performance. Scheduling test sessions **immediately before or after a vacation, on the days of school events, on Monday mornings or on Friday afternoons is discouraged.**”

Source: Pearson Assessments, Administration Practices for Standardized Assessments, April 2004, page 9.

Obtaining Maximum Student Performance under Standardized Conditions



Reduce likelihood or chance of occurrence of the following:

- Student hunger
- Student fatigue
- Student illness
- Student stress
- Student test anxiety

Source: Pearson Assessments, Administration Practices for Standardized Assessments,
April 2004, page 9.

Teaching Test Taking Strategies to Students

Multiple Choice



- Read the question
- Use pictures, diagrams or graphs that may be part of the question for assistance
- Look at the four possible answers-
 - ☐ Are there one or two you know are wrong?
 - ☐ Cross out the letters in the test booklet
 - ☐ When you can get rid of two possible choices, the odds of getting the right answer increases
 - ☐ Once you have selected and marked your answer, **re-read** it to make sure the answer makes sense

Teaching Test Taking Strategies to Students

Constructed Response



- Read the entire question
- If there are many parts to answer, you must answer **both parts**
- Use pictures, diagrams or graphs provided for assistance
- Consider creating your own table, graph, bulleted list or labeled diagram to help you answer the question more completely
- Fit your answer in the space provided
- **Do not leave a constructed response question blank**

Obtaining Maximum Student Performance prior to Standardized Testing



Teaching Testing Protocol

- Think positively
- Eat breakfast
- Come to school rested, on time, prepared and ready to take the test
- Bring a watch (with no audible alarm) to time yourself

Source: Pearson Assessments, Administration Practices for Standardized Assessments,
April 2004, page 9.

Obtaining Maximum Student Performance prior to Standardized Testing



Teaching Testing Protocol

- Refrain from talking **during** the test
- Do your own work
- Turn in your cell phone, computer and other electronic devices to the teacher

Source: Pearson Assessments, Administration Practices for Standardized Assessments,
April 2004, page 9.

Obtaining Maximum Student Performance prior to Standardized Testing



Teaching Testing Protocol

- Refrain from talking about the test items **after** taking the test
- Refrain from making loud noises
- Use the restroom prior to the start of the testing session

Obtaining Maximum Student Performance prior to Standardized Testing



Teaching Testing Protocol

- Refrain from passing notes or whispering to your peers during testing
- Do not go back or forward to separate sessions, unless permitted to do so

Closing



Thank you for your time
and attention!

Please contact Tonya Mead, PhD Test Integrity Coordinator
for questions, comments and suggestions at
tonya.mead@dc.gov or (202) 741-0256